

What is a Learning Framework?

Learning Together in the Lincoln Public Schools

A learning framework is a set of principles that are key to fulfilling Lincoln's vision as described in the Portrait of a Learner. These foundational elements are essential in all subject areas, in all grade levels, in all settings, including various types of service-delivery. Further, they are just as essential for adults' ongoing learning as they are for students. They are the embodiment of our district's commitment to AIDE, SEL, and Deeper Learning and the vehicle through which we all grow as collaborative leaders and critical thinkers, who are equity-oriented and growth minded.

The nine Core Practices of the LPS Learning Framework are organized by three Guiding Questions, written from the perspective of the learner:

Do I belong?

What am I learning?

How am I learning?

Threaded within and through each Guiding Question and Core Practice is the Equity Pause, where we are charged with reflecting: Who is on the margins in the learning space and how can the Core Practices be used to impact that inequity? Attention to each of the Guiding Questions, for each student, is essential to creating a thriving learning community for all.

The Core Practices of our Learning Framework allow us to see how our Antiracism, Inclusion, Diversity, and Equity goals come to life in a classroom setting. All students must experience deep, engaging learning experiences in classrooms with clear systems and structures that allow all students to lead their own learning. Unlike other frameworks that focus only on academic learning, we place a sense of belonging on equal footing, knowing that a student who doesn't feel part of the community, with adults and peers who understand them deeply and push them to do their best, cannot reach their full potential. As such, our classroom cultures have to be crafted so that every student can bring their full identity to school, knowing they will be seen, heard, and valued.

Social and Emotional Learning is evident throughout the Learning Framework, as well. Student self-awareness and self-management are taught through responsive feedback, valuing student voice, and overcoming barriers. Social awareness and relationship skills are the heart of co-creating community and are supported by systems and structures that support students in learning and being together. Students learn to practice responsible decision making in classroom communities where they work together to push each other's thinking, collaborate on purposeful work, and learn to listen to each other in order to reach common goals.

Deeper learning experiences require that learning be challenging, relevant, and centered on student thinking. When classrooms center student voice and visible thinking, students are able to take agency over their learning goals, receiving responsive feedback with a balance of care and push. Engaging tasks are crafted to be relevant and purposeful, harnessing student identities and interests in learning that connects them to the real work of the discipline and the outside world.

The LPS Learning Framework provides common language for faculty, staff, and administrators in discussing practice, setting goals, and planning professional development. In this way, it is a tool not just for student learning, but for adult learning as well. It clarifies what is truly essential in our work, helping us focus our efforts to create thriving learning environments for all members of our community that cultivate the vision set forth in the Portrait of a Learner.